

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter involves two main parts; conclusion and recommendation. In conclusion, all of findings and discussions previously are drawn together to get the summary of the study. Besides, practical implication of the study in the use of CTL in teaching reading is presented in suggestion as well.

5.1. Conclusion

The aim of the research is to find out the effectiveness of Contextual Teaching and Learning (CTL) in improving students' reading comprehension. The answer of this question is searched by comparing the result of achievement between experimental group that is taught by using CTL and control group that is taught using conventional or non-CTL treatment.

According to the result of the research analysis, it can be seen that the post-test score of experimental group ($M=8.31$, $SE=0.18$) that was higher than control group ($M=6.84$, $SE=0.21$). It indicated that the CTL approach treatment was significantly effective in improving students' reading comprehension.

There are several points which can be drawn from the present study. First, CTL is effective in improving students' reading comprehension. It means that the formulation of hypothesis in Chapter 1 is accepted.

Second, in *Relating* stage, students should be encouraged to link their previous knowledge or experience to receive new materials. By doing so, the lesson will be meaningful to them.

Third, in *Experiencing* stage, teacher can give a problem to be solved by students in order to let them feel the need in using new material.

Fourth, *Applying* stage gets students to use the material learnt through assigning realistic and relevant exercises since they can motivate students to learn academic concepts at a deeper level of understanding.

Fifth, *Cooperating* stage has a purpose to handle lower students' anxiety when they have difficulty in finishing exercise individually.

Sixth, in *Transferring* stage, teachers design a novel situation to encourage students to meet the aim of learning successfully.

Besides that, there is another point that can be concluded from this study. It is the challenges faced by students in learning reading through Contextual Teaching and Learning (CTL). First challenge dealt with the stages of CTL. Students thought CTL was rather complicated to do. CTL contained five different stages with various activities in each stage that made students, the students of senior high school by the age 14-16 years old, rather difficult to accomplish. Hence, the teacher's clear and simple instruction was highly necessary. When the teacher fails to control and manage the students during the activity, they cannot meet the aim of the teaching at all. Therefore, the teacher's role is so significant.

The next challenge was about time. CTL was time-consuming. With many activities had to be covered, the CTL consumed time a lot. It can be worse if the

students are difficult engage the activity ordered. However, it is still possibly solved by having some stages covered in fewer activities or conducted in several meetings.

The last challenge was students' readiness in working together with others. They were not ready when they had to encounter cooperating stage because they usually work and finish their tasks individually. Those challenges faced by students can cause the use of CTL ineffective. Therefore, the students cannot meet the aim of teaching required.

5.2. Recommendations

Having accomplished the study, there are some recommendations to propose. Those recommendations go to both of teachers and researchers. To teachers, firstly, it is recommended to use CTL in teaching reading with other kinds of text because of the importance of context. Secondly, teachers should use clear and simple instruction spoken in English during doing the act in each stage. Thirdly, CTL can be implemented to other students or other classroom because through this research it can be proven if CTL has successfully improved the reading achievement of the students.

For the next researcher who wants to do the research on the use of Contextual Teaching and Learning (CTL), it will be better if there is more time allocated in doing the research. It is assumed that the more time allocated in implementing CTL, the more skills students will acquire. To make the research result more valid, it is suggested that similar research be conducted in other

schools to show that CTL is effective in teaching and learning process of reading comprehension. Hope this research paper can be a reference to make them easier in doing their research. It is better to find more theories that support the use of CTL in teaching reading comprehension.

